



SCHOOL CONTEXT STATEMENT

Updated: 04/26

School number: 0473

School name: Allenby Gardens Primary School

1. General information

School Name: Allenby Gardens Primary School

School No. 0473

Principal: Ms Vicky Bitzios

Year of opening: 1926

Postal Address: Barham Street, Allenby Gardens SA 5009

Location Address: 33 Barham Street, Allenby Gardens SA 5009

DECD Region: Western Adelaide Local Partnership Inner West

Geographical location – i.e., road distance from GPO (km): 6

Preschool: Yes

Out of School Hours Care (OSHC) service: Yes

FTE Enrolment		2021	2022	2023	2024	2025	2026
Preschool		66	66	81	53	53	62
Primary	Special, N.A.P. Ungraded etc.						
	Reception(including mid year	67	63	61	79	76	65
	Year 1	67	68	61	55	48	62
	Year 2	65	62	65	58	54	42
	Year 3		61	62	59	56	54
		58					
	Year 4	62	59	61	58	53	52
	Year 5	70	58	51	52	58	52
	Year 6	58	66	60	53	49	59
	Year 7	57	NA	NA	NA	NA	NA
TOTAL (not including Preschool nos.)		504	437	421	414	404	386
School Card Approvals (Persons)							52
NESB Total (Persons)							92
Aboriginal FTE Enrolment (Persons)							4

Index of Disadvantage: 6

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School context

Allenby Gardens Primary School is located in the inner western suburbs of Adelaide and caters for children/students from Preschool to Year 6.

Our school enrolments are steady with large numbers feeding in from our Preschool. We have 66 children at the Preschool, making a total of 448 children/students from Preschool – year 6.

Allenby Gardens Preschool offers exceptional facilities and resources, including a spacious and well-designed outdoor play areas with an enclosed sand-pit, a shade-covered playground, grassed areas and a garden area. The children benefit also, from a SMART Board, a range of interactive technology tools and ample resources and equipment to support the delivery of the program.

Our dedicated educators provide a rigorous learning environment, with high expectations for learning. Our focus Area of Impact is developing Effective Learners, Metacognition as the domain area. This is evident in our school improvement goals.

Allenby Gardens Primary School is currently classified as Category 6 on the DfE Index of Disadvantage. The student population includes 4 Aboriginal students (1%), 36 students with disabilities (8%), 162 students with English as an Additional Language or Dialect (39%), and 3 children in care. Additionally, 67 students (16%) are eligible for School Care assistance.

As a whole school community we recently re-calibrated our school values, vision and motto. We are very proud of our new vision and values.

School Motto: *“Everyone Matters, Every Moment Matters.”*

Values include Compassion, Connectedness, Curiosity and Courage.

Vision Statement: A community where we plan, learn and grow together. We explore, ask questions and embrace challenges. We want to learn about ourselves, others and the world around us. Everyone belongs, and we make a difference by being kind.

The school has strong links with the community and positive parental involvement in the many aspects of school life. Areas of this involvement are volunteer support in the classrooms and Breakfast Club, Learning Hub (library), Canteen, Governing Council and the range of sub-committees such as Sports, Fundraising and Strategic and Planning.

Students (and their welfare)

General Characteristics

A socio-economically, culturally and linguistically diverse school community.

- 42% of families from Non English Speaking Background
- 14% of children supported by School Card
- 18% of children with Education One Plans
- 0.2% of Indigenous learners





Students (and their welfare)

General characteristics

Students come from a range of ethnic cultures and socio-economic backgrounds. 38 different cultures are represented in the school community. Approximately 42% of the students come from English as an Additional Language or Dialect (EALD). In the last couple of years, a larger number of students from Indian culture, African countries (Sudan, Somalia & Eritrea) and Middle Eastern countries have enrolled. There is a small Aboriginal population (which has fluctuated over the last few years).

Student well-being programs

The core business of Allenby Gardens Primary School, and Site-based Preschool, is learning and teaching in a safe and supportive environment using the Berry Street Education Model. The Behaviour for Learning document and the Wellbeing Agreement underpin our core teaching practices at Allenby Gardens Primary School.

Student management

The Behaviour for Learning document as well as other departmental policies are referred to when dealing with student management.

The school is responsible for managing student behaviour to create a safe, and successful learning community. Staff work in partnership with the school community, services and agencies to create engaging and inclusive conditions for rigorous learning.

Learning behaviour expectations are based on our school values and underpin our Behaviour for Learning document. The document follows the Berry Street Education Model, which incorporates the latest research in brain development and trauma informed practice. We use this as our framework to teach, track and monitor wellbeing for learning across all classrooms.

The five domains, body, relationships, stamina, engagement and character (strengths) include a range of learning activities that support students to refocus and regulate their emotions both during lessons and transitions.

The **Reconnect Space** can be accessed by all students at any time of the day, to reconnect students back with themselves, their bodies, others and their learning. This space has been developed using current research in regulation/co-regulation, interoception and trauma sensitive practice such as the Berry Street Education Model. The range of stations in the room help students to understand and feel what is going on inside their bodies and brains.

Leadership Development

There is a rigorous leadership program offered at Allenby Gardens Primary School. This includes providing opportunity for:

- Year 5 and 6 School Captain and School Leader roles
- Foundation – Year 6 Kids Council representatives
- Library monitors
- Yard monitors
- Year 6 Student Leaders leading learning with other schools with a focus on building 'effective learners'
- Year 5 and 6 Student Electives





- Year 5 and 6 Enterprise Project

Classes are rostered to enable students from R to Year 6 to manage the assemblies providing opportunities for all students to have an active role in presenting at assemblies.

School Improvement Plan

Mathematics, Metacognition / Self-regulation and Learning Design are a focus of the school improvement plan 2025-2028, with teachers involved in a range of professional learning throughout the year for improved student outcomes. Positioning students as partners in their learning, as authentic change agents is a key component of the school improvement student key actions.

Staffing numbers (Basic Teacher Allocation):

Teaching Staff: 28

Non-Teaching Staff: 21

Staff support systems

Teaching staff work in Professional Learning Teams (PLTs) around their Sprints with a focus on a pedagogical practice. PLTs give teaching staff the opportunities to plan, assess, moderate and program. Common NIT (non-instructional) time is given to teaching teams with same year level to allow for collaborative planning. Cooperative program planning occurs between SSO's and classroom teachers. Staff are involved in continuous review of practices and procedures.

Performance Development

All teaching and non-teaching staff work with the Principal and the Leadership team to establish their professional goals and annual performance plan aligned with the DfE, inner West Partnership and Allenby Gardens Primary School Improvement priorities.

Performance and Development plans (PDPs) align SMART goals with Site Improvement Plan (SIP) priorities and professional development opportunities. PDPs occur three times a year. Line managers provide written PDP feedback to staff at 6 and 12-month intervals. Sharing effective practices and resources; learning design and Mathematics; explicit learning intentions; teacher's providing timely, constructive feedback. Opportunities are provided for staff to further their career aspirations and learning in accordance with the SIP and their own performance goals.

Formal and informal conversations, walk throughs with feedback support teachers and SSOs to demonstrate evidence against practice and improvement of student learning.

The performance development plans and reviews include student target setting, behaviours and wellbeing. Teachers are supported by the Australian Institute for Teaching and Learning Framework and resources, illustrations of practice, the Professional Standards for Teachers and Leaders and the SA Teaching for Effective Learning Framework (TfEL).

The process supports all staff to take responsibility for their performance and professional growth.





Student support offered:

Intervention programs: EALD, ATSI, One Plans, Initialit program F-2, Literacy Interventions - MiniLit and MacQLit.

Bilingual SSO is employed as required for International and EALD students in the Preschool and Primary School.

Additional support through the DfE Student Support Services and outside agencies for students with developmental delay/disability; learning difficulties; behavioural issues (social/emotional); health or wellbeing issues; disengagement/non-attendance issues; and communication difficulties.

Staff utilisation policies:

Tier 2 support involves group interventions. The interventions support students with learning disabilities, Aboriginal and Torres Strait Islanders, English as an Additional Language or Dialect, Behaviour management and student engagement, and social skills groups.

Non instructional time (NIT) is provided by specialists in areas of Physical Education, The Arts, Science and Modern Greek.

School Services Officers (SSO) staff are employed for classroom support based on allocated funding, individual student support, resource centre and administrative roles.

Expertise provided by specialist staff EALD, Special Education and Punjabi - First Mother Tongue Language (FMTL). The school utilises support from the DfE Support Services. Access to support services include Special Educator, Speech Pathologist, Attendance Counsellor, Behaviour Support and Psychologist.

Key School Policies

Allenby Gardens Primary School is part of the Inner West Partnership, which includes 7 Preschools, 9 Primary Schools and 1 Highschool in the Western suburbs of Adelaide. Curriculum leadership with Inner West Partnership focusses on the SA Curriculum and Areas of Impact with a particular focus on developing Metacognition and Self-regulation and Learner Agency.

We know that when students understand why they are learning and have voice and choice in how they learn, they become more effective and engaged. By developing learner agency, metacognition, and self-regulation, students grow as confident, capable and independent thinkers who contribute positively to their learning community.

We aim to develop:

- High expectations and standards in academic achievement and behaviour
- Valuing of cultural backgrounds and diversity.
- Student dispositions for learning that are consistent with the SA Curriculum and Public education Strategy.
- Students who are critical thinkers, courageous, compassionate, responsible and self-regulated learners.





Site Learning Plan

Strategic Directions

To strengthen and sustain a culture of high expectations and continuous improvement with strong support for the school, leadership and staff.

Learning design:

Design, plan and organise for learning and teaching

Metacognition and Self-regulation:

Explicitly teach metacognitive and Self-regulation strategies to build effective, independent and reflective learners.

Support students to articulate learning goals, respond to feedback and plan next steps.

Please visit our School Website for our Site Improvement Plan and Policies.

Continuing Priorities

Mathematics

- A whole school approach to teaching mathematics through learning design with a focus on designing 'low floor – high ceiling problem solving tasks that promote reasoning, curiosity and include enablers and extenders, embedding the weekly structure.
- We aim to increase the number of students in high bands in Years 3-5-7.

Student Wellbeing and Engagement

- A whole school approach to embedding wellbeing practices, aligned to the Wellbeing agreement, embedding Berry Street Framework model to every teaching practices; Morning Circle time, and deliver the Keeping Safe: Child Protection Curriculum.
- We aim to increase the number of students identifying themselves in high wellbeing (WEC Data Collection).
- The Wellbeing Leader, working with leadership to ensure that the attendance policy is used to improve attendance and lateness.
- All teachers explicitly teach the school values, making connections to the Berry Street Framework and the Wellbeing Agreement.

Students are having greater opportunities to provide feedback to one another about their learning, set learning goals as part of their Ready to Learn Plans and receive ongoing feedback.





Preschool

Allenby Gardens Preschool Philosophy

At Allenby Gardens Preschool we practice a holistic approach toward children's learning and development. We are respectful of and recognise the rich potential of every child and encourage children to take ownership of their learning through active participation.

Quality Improvement Plan

We build strong relationships with families and acknowledge and respect them as a child's first educator. We encourage and support families to contribute to the preschool program.

At Allenby Gardens Preschool children:

- Develop skills to form strong positive relationships
- Develop autonomy and independence and make choices and decisions about their learning
- Become critical and creative thinkers and contribute to decision making and problem solving
- Develop positive dispositions for learning
- Become resilient learners able to take reasonable risks with their learning
- Build respect for the natural environment.

Educators work collaboratively to:

- Provide an active learning environment that empowers children to become critical and creative thinkers
- Respond to children's thinking, ideas, interests and inquiries to develop children's knowledge, skills and understandings
- Create play spaces and experiences to engage children in open-ended inquiry-based learning,
- Be inclusive of all learners.

We believe that through exploration and play, children develop positive wellbeing, which is essential for future learning and development. We create environments, both inside and outside that foster positive relationships and a strong sense of belonging. We respect the cultural, linguist and religious diversity represented within our preschool from both families and staff. We value reciprocal relationships within the preschool and with the wider community, including the school.

Our approach is underpinned by the Principles, Practices and Learning Outcomes of the Early Years Learning Framework and the National Quality Framework. We are also guided by the United Nations Convention of the Rights of the Child.

This philosophy was reviewed by the Allenby Gardens Preschool Parent Committee and preschool staff in September 2025. It will be reviewed next in 2026.

Preschool Session Times and Fees: In South Australia, children are funded to attend Preschool for up to 15 hours per week. Starting this year, children are offered 2 full days of 6.5 hours / day each week and alternate Wednesday mornings of 4 hours. The enrolment cap for the Preschool in 2026 is 66.
Group 1 Monday and Tuesday 8:30 -3:00pm, Wednesday 8:30-12:30pm (alternate)
Group 2 Wednesday 8:30-12:30pm (alternate), Thursday and Friday 8:30 – 3:00pm





Transition Program for the Preschool

In Term 2 and 4, children have three formal transition visits to the school where they visit their classroom and teacher. Informal visits to the Learning Hub, playground and general areas of the school occur during the year. Parents are invited to come along to a Parent Information session prior to their child participating in the transitions.

Reporting on our Strategic Directions

Parents are informed of children's achievements through Student Led Conferences, written reports, work samples, quantitative and qualitative data (Progressive Achievement Data – Reading and Mathematics; NAPLAN Years 3 and 5).

Throughout the year, student data is collected and analysed to inform the planning and design for teaching and learning.

Australian Curriculum & SA Curriculum

This year (2026) teachers are engaging with the SA Curriculum through professional learning in staff meetings and designated non-instruction time with peers to plan and design learning tasks for improved outcomes.

The whole school Mathematics Agreement underpins teaching and learning, embedding our high-quality pedagogical practices.

Teachers use The Australian Curriculum to design, plan and organise for teaching and learning across eight learning areas: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages – Modern Greek.

The General Capabilities of Literacy, Numeracy, Information and Communication Technology, Critical and Creative thinking, Personal and Social, Ethical Understanding, and Intercultural Understanding are taught across learning areas.

The Australian Curriculum also includes the cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures; Asia and Australia's Engagement with Asia; and Sustainability. The Literacy and Numeracy progressions complement the Australian Curriculum. The Teaching for Effective learning Framework (TfEL) underpins our pedagogical practices and how we design learning.

Specialist subjects taught at Allenby Gardens are:

- Physical Education
- Language – Modern Greek
- Performing Arts – Dance, Music, Drama and Media Arts
- Science – Early Years and Primary years STEM (Science, Technology, Engineering, Mathematics) disciplines. The teacher designs learning using real world examples and problems that allow students to see the connections between these subjects.

Students develop foundational skills in numeracy, science, digital technology and design and technology R-6.

Inclusive Education Support is provided to students through:

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- English as an Additional Language or Dialect (EALD) teacher R-6
- the development and management of One Plans for Students with disabilities; Students with learning difficulties; Aboriginal and Torres Strait Islanders (ATSI); Gifted and talented; Students in care (under the guardianship of the Chief Executive of the Department for Child Protection).
- Intervention programs to assist children with learning difficulties (e.g. MultiLit, MiniLit, MacqLit).

IT Devices for Student Usage

Our school IT is continually improving. We currently have 1 IT device (laptop/ipad) between 2 students across the school, Foundation to Year 6. We continually assign funds to build on this each year.

Foundation – Year 2 students access ipads

Year 3-6 students access laptops.

Student assessment procedures and reporting

The Assessment and Reporting Schedule outlines school agreements in data collection, both qualitative and quantitative data. Student’s academic results are recorded on Accelerus and referred to throughout the year by staff to inform teaching and learning.

Throughout the year, students share their learning with families through seesaw, work books and work samples.

Assessment and Reporting Schedule 2026		
Term 1		
Assessment	Description	Timeline
One Plans	Personalised learning plan for eligible students	Term 1 – Teacher shares One plan goals to the SSO Key Teacher Actions: <ul style="list-style-type: none"> • Familiarisation, review and refine of the One Plan goals • One plan draft to be shared to families at the Student Led Conference, to be signed • A hard copy of the signed One plan to go into the student file • Leader to update that the one plan has been reviewed and signed • Term 3 Review of goals and actions • Ongoing progress monitoring towards goal(s) • Term 4 end of year handover
Year 1 Numeracy Check	The Numeracy Check assesses year 1 student progress in the number domains: <ul style="list-style-type: none"> • counting • place value • strategies for addition and subtraction 	Checks undertaken weeks 6-7 Term 1, 2026 Data entry in SharePoint by Week 10 Thursday.





Maths Diagnostic Testing	Pre and post maths Diagnostic Tests	Pre Diagnostic tests - End of Term 1, 2026 Post Diagnostic Tests - Mid Term 3, 2026
InitialLit Assessments: InitialLit is an evidence-based, whole class literacy program It provides an explicit and systematic synthetics phonics approach to teach reading, writing and spelling		
Foundation	InitialLit-F Screener InitialLit Cumulative Review 1, 2, 3, 4	InitialLit Screener by T1 Week 4
Year 1 InitialLit	InitialLit-1 Screener InitialLit Cumulative Review 1, 2, 3, 4	InitialLit Screener by T1 Week 4
Year 2 InitialLit	InitialLit-2 Screener WARP Initial Assessment Passages (new students) WARP Assessment Passages lowest quarter to third of class Comprehension Assessment 1, 2, 3, 4 Spelling Cumulative Review 1, 2, 3, 4	InitialLit Screener by T1 Week 4

Year 2 Oral Reading Fluency (DIBELS)	Beginning (T1 Wk3-5) Middle (T2 Wk7 – T3 Wk2) and	Term 1, 2/3, 4 Year 2 data uploaded on to DfE system
Year 3-6 ORF DIBELS	End of year (T4 Wk4-6) Assessments	Term 4
Cumulative Assessment, Cumulative Spelling and Comprehension Assessments Complete Cumulative Assessments as they occur in the InitialLit handbook. This may fall at the end of each term or within the first few weeks of the following term. The Term 4 Cumulative Review must be completed during Term 4. WARP* To catch any children who may be at risk of falling behind, it is recommended that all students be assessed using the WARP Initial Assessment Passages at the start, middle and end of year. ** It is recommended that the WARP Progress Monitoring Passages be used to monitor children who are in the lowest 25% for reading on a fortnightly basis. See WARP Benchmark table in WARP Manual. This should form part of the assessment processes used in learning support. At the very least, these children should be assessed termly using the Initial Assessment Passages to track progress.		
Phonological Awareness Skills mapping (PASM)	Foundation – Year 1 Lowest 25% as indicated in InitialLit screener	Term 1 Week 5
Spelling SA Years 4-6	Years 4-6 (Year 3 optional) Even years Test A Odd years Test B	Term 1 Week 5





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Year 4-6
Survey on non-academic factors relevant to learning and participation
PRIMARY SCHOOL & PRESCHOOL

33 Barnham Street, Allenby Gardens SA 5009
Term 1 Week 2-5
08 8346 1541
dl.0473.admin@schools.sa.edu.au

Wellbeing and Engagement Collection	Year 4-6 Survey on non-academic factors relevant to learning and participation PRIMARY SCHOOL & PRESCHOOL	33 Barnham Street, Allenby Gardens SA 5009 Term 1 Week 2-5 08 8346 1541 dl.0473.admin@schools.sa.edu.au
EALD LEAP Levels Writing samples F-6	Learning English Achievement and Proficiency Levels (LEAP) describe the development of language needed across the year levels to access and demonstrate curriculum knowledge, skills and understanding	EALD identified students Term 1 Week 9 LEAP Writing Moderation Part 1 Term 2 Week 9 AGPS due date Term 3 Week 2 Data into EMS
NAPLAN	Annual assessment for all students in Year 3 and 5. Assessments covers skills in numeracy, language, spelling, writing and reading.	Term 1 week 7-8 11-23 March 2026
Term 2		
Mid-year Reports	F-6	Specialist Teachers to provide class grades by Term 2 Week 7, Monday Class teacher complete reports by Week 8, Monday Leadership to read through reports by Week 9, Friday Reports to be printed Week 10 Student reports sent home Thursday Week 10

NCCD Data Collection	F-6 Annual collection of information about Australian school students with disability Key Teacher Actions: Completed templates on OneDrive (AGPS School Management > 2026 Inclusion > NCCD 2026) by Friday, Term 2, Week 9	Data collection due date Term 3 Week 2, Friday (31 st July)
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Term 3		
NCCD Data Collection	F-6	Data collection due date Term 3 Week 2, Friday (31 st July)
Year 1 Phonics Screening Check	Decoding: recognition of early alphabetic code and blending skills	Term 3 Weeks 5-8 Entered into EMS by Week 10 by admin staff
PAT Reading and Mathematics	Years 2-6 PAT assessments measure what students know, can do and understand and monitor progress over time	Term 3 Weeks 9-10 Entered into EMS as per DfE requirements
Scholastic Inventory Reading Test (Lexiles)	Years 3-6	Term 3 Week 7-10





End of Year
Summative Reports

Specialist Teachers to provide class grades to class teachers by Monday Week 6
Student reports due to line manager by Monday, Term 4, Week 7

Reporting

Term 1 Acquaintance Night/Open Night, parent teacher discussions, Student Led Conferences.

Term 2 Written mid-year progress report.

Term 3 Progress Achievement Data, NAPLAN data is triangulated across Literacy and Numeracy to reflect on student growth. The data is unpacked both individually, whole school and at a school level.

Term 4 In Weeks 7 and 8 teachers prepare end of year student records to support transition of information to the next year level teacher. In the final week of the school term end of Year summative progress reports are sent home.

SAPSASA SPORT

Allenby Gardens Primary School is a member of SA School Sports (SAPSASA) Western District. Every year, students can complete in a variety of different SAPSASA Sports competitions for example, soccer, netball, basketball and cricket. Try-outs and selections are completed at school. The selected teams then play against other schools until they are defeated. Students from years 4, 5 and 6 also have the opportunity to participate in the state athletics carnival.

Sporting Activities

Physical Education is a specialist subject for all students at Allenby Gardens Primary School. Class teachers also provide fitness activities and embed Health into their weekly planning and design across Foundation – year 6 throughout the week. Allenby Gardens hosts an annual Sports Day.

The PE Specialist Teacher coordinates a range of SAPSASA opportunities as they arise for age eligible students. Year 3-6 children have the opportunity to be involved in SAPSASA activities. We offer a large number of out-of-hours school sports teams, depending on parental and staff support. Some of the sporting activities are netball, tennis, cricket, athletics, basketball, swimming, aquatics, soccer and football. R-4 classes participate in the DfE Swimming programs.

Year 5 Classes participate in Surfing program.

Year 6 Classes participate in Aquatics program.

Parent volunteers manage and coach teams. Available sports depend on interest and volunteers.

The school participates in a range of SAPSASA and interschool sporting events across host partnership schools as well as school and district athletics days.

Parents also coordinate a number of soccer and basketball teams that train after school hours and on weekends as well.

Extra Curricular Activities

Instrumental Music Program

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We offer Music Tuition through the Instrumental Music Service Strings Program. Students starting at Year 4 can learn to play saxophone, trumpet, trombone, flute, clarinet, French horn, and percussion via face-to-face lessons provided by a qualified DfE instrumental music teacher who visits the school one day per week. Students learn how to play, care for and set up their chosen instrument, and how to read music.

Learning is generally conducted in small groups tailored to suit the instruments, year and ability levels of the students. An ensemble is also formed for players to learn how to perform as a larger group.

This program is free of charge to students. Families pay a set fee to hire their child's instrument for the year.

Choir group

Year 5 and 6 students have the opportunity to participate in the school's senior choir. Choir members practise each week, learning singing and performance skills in preparation for the Primary Schools of South Australia Festival of Music Program.

A set repertoire of songs and choreography is learnt and practised by students in readiness for a culminating performance at the Festival Theatre or Adelaide Entertainment Centre late in term 3 of the school year. Students also learn about context and how songs relate to a range of topics, emotions, themes and messages. They learn vocal techniques, performance etiquette, and the processes and procedures involved in being a performer and part of a larger choir.

Kitchen Garden Program

Allenby Gardens Primary is a Stephanie Alexander school and is proud to be associated with this wonderful organisation.

Our Kitchen Garden Program has been created to provide edible, aromatic and beautiful resources for a kitchen.

The creation and care of the Kitchen Garden teaches children about the natural world, about its beauty and how to care for it, how best to use the resources we have, and an appreciation for how easy it is to bring joy and wellbeing into one's life through **growing, harvesting, preparing** and **sharing** fresh, seasonal produce.

Classes engage with a kitchen and garden specialist throughout the term which enables them to be immersed in the kitchen garden program.

Breakfast Club

Each morning from 8:15-8:45am we run a Breakfast club providing toast to start the day. Anyone from our school community is welcome- students, parents and staff. This provides an opportunity to connect together as a community as the day begins. We are thankful for the provision of food and volunteers from local community organisations such as Kickstart for Kids and Foodbank, to enable the program to run.

Pre-Service teachers Allenby Gardens Primary School has a close liaison with the University of South Australia, Magill Campus, and there is an expectation that staff members will be involved in the pre-service training of teachers.





Staff (and their welfare)

Staff profile

Staff stability is high

Leadership structure Preschool– 6

Principal

Deputy Principal - Mathematics and Wellbeing

Assistant Principal – Early Years and Curriculum Improvement

Assistant Principal – Pedagogical Improvement and Curriculum

Staff support systems

All staff

Our teaching staff comprises a combination of males and females, teaching across the preschool and school. A high level of expertise, commitment and energy is evident in the way that teachers and support staff work with students and families. School Services Officers support in an administrative and support capacity, working in small group and one-to-one student support (based on funding allocation).

All staff work in year level or specialist teams, and there is a supportive staff culture. Staff members have responsibility for curriculum budget areas. Teachers collaboratively plan and work in professional learning communities to support their professional development and improve student learning.

SSO team members have an allocated meeting time.

Special morning teas and happy hours are held.

A staff grievance procedure and Code of Conduct are in place.

Early career teachers are supported to engage in processes to move from provisional to full registration teacher status. Experienced teachers are supported to achieve Step 9 teacher classification.

Teachers are encouraged to engage in the Highly Accomplished and Lead teacher Certification. We have 1 Highly Accomplished Lead Teacher on site.

School Service Officers are supported in reclassification processes.

Performance Management

All staff members participate in a Performance Development process with the Principal/ Leaders. Staff members meet with their line manager for the exchange of feedback, acknowledgement of achievement and discussion of students at risk to identify student learning goals and support structures. Staff keep a learning log of professional development.

Staff utilisation policies

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Policies exist and can be found on the school website.

SSO hours are allocated to student support, student wellbeing, resource centre, reception, front office and administration, finance, grounds, student services and ICT systems manager.

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📞 08 8346 1541
✉ dl.0473.admin@schools.sa.edu.au

The Personnel Advisory Committee provides advice to the Principal on personnel matters.
The Work Health and Safety Committee monitors and improves workplace safety.

Staff members are supported by the Flinders Park Office Support Services based at Flinders Park. These include Educational Psychologists, Speech Pathologists, Special Educators, Behaviour Support Coach, Social Duty Line.

Canteen

The Canteen provides a healthy menu and is open two days a week for recess and lunch.

Staff facilities

The staffroom and front office area is located at the front entrance to the school (Barham Street front school gate). Access for students and staff with disabilities is provided through ramps to all buildings at ground floor level. There is also a lift to access to the library and Upper Primary building area.

R-6 specialist teaching facilities to support the curriculum include one Greek Language room, Resource Centre, English as an Additional Language, Science room (Early years and Primary Years), Performing Arts room, gymnasium, Student Services (first aid) area, reconnect space, breakfast club area, Kitchen and Garden area (program), Preschool, Bike enclosure (upgraded in 2025) and OSHC.

Grounds facilities

In the Preschool grounds we have great Nature Play area and a sandpit area. Children often visit the garden area as part of their inquiry for learning. Our STEM area comprises a kitchen, wet area, and a media green room, and an outdoor learning space which student in years 3-6 access as part of the Science curriculum. We have created a Reconnect space which all students can access to support them to self-regulate and be 'ready' for learning. Student's access the reconnect space with a leader who supports with suggested activities to regulate. This space is located in the Learning Hub. Every learning space has a reconnect area for students to access as needed.

The Performing Arts Centre, has a range of multi-media facilities which students access during their lesson. The iPads are used to create multi-media.

We are continually maintaining and transforming our facilities to be flexible learning environments. The garden area near the Junior Primary classes will support the Kitchen Garden Program which began in 2024.

The leadership team, in collaboration with staff members plan staff professional development and monitor the Site Improvement Plan. Staff meetings - (held weekly on Tuesdays, 3.30pm-5pm) include administration and Professional Development. Professional Learning Communities - based on year levels or subject specialisations. Regular publications Communication within the school is through the announcements section on Seesaw, EMS and through staff meetings. A comprehensive policy document

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outlines procedures, policies and expectations. A school Newsletter is produced three times per term and includes contributions from staff, children and parents. School Assemblies are held twice a term and led by students.

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08 8346 1541
dl.0473.admin@schools.sa.edu.au

School Community

Over 42 cultural backgrounds are represented in our community including Greek, Italian, Chinese, Punjabi, Middle Eastern, Polish, Russian, Slovakian, Korean, Indian, Hungarian and Yugoslavian.

The parent community has high expectations and parents actively participate in the schools both formally and informally. We value and encourage parent and community participation. The Governing Council of parents and staff strongly supports school improvement. Feeder schools Woodville Highschool and Underdale Highschool are the two local secondary schools for whom our families are usually zoned.

Some students gain special entry to other state schools, mainly Adelaide Highschool and Findon Highschool. Other local care and educational facilities Children entering in reception mostly come from our preschool on site. Allenby Gardens Preschool is located on site. Teachers work closely to provide continuity of learning throughout the year. Our large preschool grounds space and learning for children is valued by families.

Specialist facilities and equipment

The school facilities include the Learning Hub (open every morning and after school for parents and student to borrow and return books), Intervention room with areas for small group learning support, two specialised science rooms, outdoor science area, resource centre, gym, Greek language learning area, performing arts centre and instrumental room, ICT suite and a vegetable garden. Canteen - Run by a Canteen Manager and Volunteers 2 days per week (Tuesdays and Fridays).

Access to bus transport

Public bus stops are located near our school and provide public transport to Port Road, City, Grange, Welland and West Lakes.

School Financial Position

School finances are focused to support teaching and learning programs and resources across the Preschool and Primary school. The school is in a good financial position.

Finances are monitored by the Finance Committee of the Governing Council and the Principal.

Parent fundraising and hire of School facilities are valuable additions to the school budget. Fundraising is approached with careful and balanced consideration of the activities of the school calendar.

Parents support the school through the on-time payment of the school fees. School fees are on par with that of other partnership schools in the Inner West area.

Out of School Hours Care (OSHC) is in a good financial position.

In 2024, we started Vacation Care during the July school holidays. This proved to be popular with the families in the school community. Due to the success of the Vacation care program, and the need from the parent community, this service will continue.





ALLENBY GARDENS

PRIMARY SCHOOL & PRESCHOOL

School Operations
Decision making

📍 33 Barham Street, Allenby Gardens SA 5009
📞 08 8346 1541
✉ dl.0473.admin@schools.sa.edu.au

Allenby Governing Council meet twice a term, on Monday evenings in Weeks 3 and 8. Visitors are welcome and new members are elected at the Annual General Meeting, held at the beginning of each school year.

The Governing Council committees include:

Finance, Fundraising, Sports, Strategic and Planning, Out of School Hours Care (OSHC) and Canteen.

Staff meetings are held each week on Tuesday from 3.30 to 5.00pm.

Communication

Collaborative decision-making is an important strength of the school, with protocols in place to ensure that all staff, students and parents are able to provide input to decisions.

Twice a term, Fridays week 5 and 10 classes host assemblies.

School website, notices, Facebook, bulletin boards, monthly newsletters, Seesaw – parent communication.

Regular class meetings support a valued Kids Council.

A weekly leadership meeting is held every Monday, afterschool.

Staff communication

Year planners and termly planners are created to support staff with communication, events and meetings at our site.

The term planner is also published in the newsletter and on the school website for families to access.

Emails and Seesaw are used to share information of importance and reminders online daily. All staff members are encouraged to post information as the need arises.

School documents are saved on OneDrive for all staff to access both on and off site.

A set of school policies, staff handbook and other curriculum statements are available on the school website.

Staff decision making is support through the Student Leadership group and PAC.

The Work Health and Safety Committee meet twice a term.

Playground inspections are conducted daily.

The Communication Policy outlines expectations between all stakeholders.

Parent communication

Staff communicate to parents through various ways. These can include phone calls, face to face meetings, Seesaw and emails.

The school website also provides regular information on upcoming events and the newsletter.

The AGPS Facebook page showcases events and information to all families.

New parents are given a Parent Information Booklet which outlines key information about the primary school and preschool.

The principal and leadership team host two School Tours per year, for interested parents and families.

New reception and preschool children meet the principal and the leadership team at the information session, prior to the transition visits for students/children. This is a fantastic opportunity to meet other parents and ask questions.





ALLENBY GARDENS PRIMARY SCHOOL & PRESCHOOL

A preschool and primary school newsletter is published three times a term. The newsletter showcases upcoming events, important information and student learning across different levels of schooling. Class termly overviews are sent home by the class teacher with Specialist Teachers input at the beginning of every term, Week 1 Friday.

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The school website has an updated Preschool Parent Information booklet and a Parent Information booklet for parents.

Other Communication

School website: www.allenbyps.sa.edu.au

School Facebook page: www.facebook.com/AllenbyGardensPrimarySchool

School email: dl.0473.admin@schools.sa.edu.au

Preschool email: dl.1647.admin@schools.sa.edu.au

Students: Seesaw app

Local Community

Parent and community involvement

Allenby Gardens Primary School and Preschool is committed to maintaining strong connections with families. Parents and carers support Allenby's sports teams as coaches, managers and general helpers. Volunteers are also welcome to help in our school canteen and other parts of the school. Our Governing Council has a passionate and inclusive Fundraising Committee.

Parents are involved in all aspects of school life and are actively encouraged to support classroom activities throughout the year such as reading. This includes Canteen, Library, class excursions, Camps, Sports coaching, SAPSASA events.

All volunteers are to complete the on-line Reporting to Risk of harm Abuse and Neglect (RRHAN) Training along with Working with Children Check (WWCC).

Parents have high expectations of the school and preschool, its staff and our school community.

Our school values - Confidence, Honesty, Excellence and Respect are enacted through our school leaders, SRC and as part of the classroom norms to promote positive behaviours and partnerships between members of our school community.

The Governing Council, and its subcommittees are active at Allenby Gardens providing many opportunities to participate in decision-making, and contribution across the school.

Feeder or Destination Schools

Great proactive relationship with staff from our preschool help to provide successful transition programmes for all children involved.

The majority of our reception students generally come from our on-site Preschool. Year 6 students mostly graduate to Findon High School, Underdale High School and Woodville High School, with some enrolling at specialist schools including Henley High and Adelaide High.

We support the local High School's work experience programs and regularly assist their students. We have also developed an excellent partnership with UniSA and Flinders University and provide mentoring to student teachers on a regular basis.

Commercial/industrial and shopping facilities

Everyone matters, Every moment matters.

www.allenbyps.sa.edu.au



Government of South Australia
Department for Education





ALLENBY GARDENS

PRIMARY SCHOOL & PRESCHOOL

Welland Shopping Centre is only two minutes away on Port Road.

Other local facilities

Medical centres are located close by on both Grange Road and Port Road.

Availability of staff housing N/A

Accessibility N/A

Local Government body Charles Sturt City Council

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Further Comments

Allenby Gardens Primary School provides a welcoming, supportive environment for students, parents and staff. Parents choose to bring their children to Allenby Gardens Primary School because of our provision of a diverse range of high-quality programs and resources, interventions and range of programs offered at Allenby.



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Department for Education

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